Higher Education In A Changing World

By FARUK LOGOGLU

The modern age is distinguished from all previous eras in human history by the rate and quality of change in the various social systems by which man has organized his life (e. g. political, economic, psychological, cultural, international). Change in our time is rapid, persistent, comprehensive and largely incoherent. For the first time there is little about man that man is willing to accept or view as a "condition" of his life — yesterday's conditions are today's "issues." The modern man perceives or at least is conscious of the possibility of man-made solutions to his problems. Yet all around him there is uncontrolled, undeliberate change, manifestations of incoherence and social disintegration at all levels of human interaction. It is the incoherence of most social change that results in an increasingly greater sense of injustice among men in the modern world — the gap between perceived remedies and reality leads to frustration, alienation or 'copping-out.'

There is neither willingness nor capacity at this time to effect deliberate change, particularly when the need is for massive and radical action. Here and there under intense pressure piece-meal social engineering designed to modify a system only in order to maintain it is performed by ruling elements of a system; in most cases however, both the demand and the real solution necessitate— a complete restructuring of the system, making mere system-modification a costly stop-gap measure which is ultimately self-defeating.

Today the most fundamental challenge that confronts man is the genesis and maintenance of a capacity for persistent self-transformation. Surely one may try to arrest change, to ignore or to ride in its winds, but one can do so only at the cost of an increasingly incoherent relationship to the contemporary world. In the absence of such a capacity, there will be growing incoherence and breaking of connections between self and others. When these linkages are broken, there is little or no capacity for orderly change. Change then becomes incoherent. Familiar forms of this incoherence which now pervades American society are psychatric disorders at the level of the individual, protracted violence and strife at the national level, and war at the international level.

The development of this capacity must begin at the level of the individual. It is here that education has a crucial role to play. If the central problem of our times is the creation of capacity to cope with rapid and persistant change, then the purpose of education is that it be instrumental in the development of individuals who are comfortable in the presence of such change, and who are capable of continual change in their relationship to their environment. Thus, it is imperative that institutions of higher learning apply their energies to imparting a "capacity to learn" rather than to communicating arbitrary quantities of quickly-forgotten information. The emphasis in learning would not be on knowledge per se and its mechanical transmission by teacher to student, but on the ability to learn. This is necessary even in the narrower academic sense for knowledge itself undergoes continuous change and in our time, it changes very rapidly.

There is much change that is now taking place on college and university campuses — most of it is incoherent, leading to further deterioration. The administration is too slow, too burdened by its own bureaucratic baggage to respond meaningfully and with adequate speed to faculty and student demands. The faculty is too intellectual, too prudent to soil its hands in action. The action either never comes or comes too late. Both groups (faculty and administration) tend to view discussion and deliberation on an issue as the equivalent for action rather than as a phase that precedes action (Stokely Carmichael has characterized this phenomenon as "intellectual masturbation"). Many an issue (and the question of ROTC at Middlebury is a case in point) gets buried in

Continued on page 2

THE CAMPUS

VOL. LXIV MIDDLEBURY, VERMONT, FRIDAY, ~~MAY 9, 1969~~ NO. 23

Balks At Extra Curricular Status

Army Accepts Loss Of ROTC Credit

A representative of the U. S. First Army told the student-faculty ROTC committee Wednesday that the Army would allow ROTC to remain at Middlebury without academic credit for military science courses and without faculty voting status for ROTC instructors.

But Colonel Robert Livingston cautioned the committee that the Army's acceptance of loss of credit does not mean it automatically accepts extra-curricular status.

He stated further that 1) there must still be a Department of Military Science; 2) that the head of the ROTC program must be given the title of full professor; 3) that ROTC courses must be listed in the college catalogue; and 4) that the college must make sufficient facilities available to the ROTC.

Under the 1964 Revitalization Act, Congress required only that the senior commissioned officer of each ROTC unit be granted the rank of professor and that military science courses be adopted as part of the host institution's regular curriculum.

According to Livingston, the Defense Department is "not that concerned" about the title given to the commanding officers of its ROTC programs. He said the Army recognizes that many colleges are reluctant to grant full academic standing to a ROTC instructor.

He revealed that the Defense Department plans to urge Congress to modify the section of the Revitalization Act which requires a professorship for the head of the local unit. He said, however, the Army would be forced to remove its ROTC

Continued on page 3

Logoglu . . .

Continued from page 1

an intellectual morasse. The students are ill prepared and too impatient to help devise orderly patterns for significant change. The student radical wants change but is neither willing nor really capable enough to articulate the reasons for his demands. He may identify what is wrong but is unable to portray what is right.

Yet, I feel, all three groups do agree on the need for change. Their disagreement centers in part on rate and scope of change, but nature of the structures and processes for effecting whatever change is agreed upon. Who is going to participate in policy making and how much are the questions at stake. If the university is a community (that is, a social system whose members are coherently linked to one another over time), then I submit, all three elements must in principle have institutionalized access to the policy making processes. No adequate explanation can be given for the exclusion of faculty and to a greater extent, of students from the rule-making structures in the university. The task that faces the university community is devising patterns of orderly conflict and collaboration to assure both the continuity and transformation of the institution. In the absence of such patterns, relations among members of the university community are bound to deteriorate.

What is to be done? A complete answer would require a much longer essay than the present one. But let me briefly indicate some guidelines for action that would be instrumental in making institutions of higher learning relevant to the major problem of our age:

1. Elimination of all written and oral examinations, substitution of oral reports and papers or take home examinations in order to encourage individual initiative and creativity. In certain areas such as language courses periodic written and oral testing may be essential—such testing should serve to "evaluate" the student's progress, not to "grade" him.

2. Elimination of all grading. While evaluation is part of the learning process, grading is not. Grading is extrinsic to this process and undermines learning in a variety of ways. Grading is a particular form of evaluation, administratively convenient, but still only one form. Grades can be replaced with written and oral evaluation of a student by the instructor in consultation with the student. Students must pursue learning, not grades.

3. Elimination of lectures as a technique of instruction. Lectures make for passive students and permit little creative exchange between students and instructor; lectures also encourage and allow "automatism" on the part of instructors — delivering a certain quota of information and asserted hypotheses.

4. Restructuring of the university to insure full and equal participation by students, faculty and administration in its governance.

5. Greater integration of the university and its activities with the broader society and its problems. Institutions of higher learning must devote their energies to improving the quality of man's life. Any self-imposed autonomy in search of unchanging truths is a costly deception and serves to conceal certain connections that already exist between the university and society. This integration on a new basis in Herbert Marcuse's words, ". . .is not a question of making. . .the educational system political. The educational system is political already. I need only to remind universities are involved in huge research grants by the government and quasi - governmental agencies. The educational system is political. . .What we want is a counter-policy against the established policy. . ."

The university should cease being a tool of society, and its ruling elements; the university must change in order to serve as an instrument for the transformation of society.

As it grows more powerful, the community tends to take the offences of the individual less seriously, because they are now regarded as being much less revolutionary and dangerous to the corporate existence; the evil-doer is no more outlawed and put outside the pale, the common wrath can no longer vent itself upon him with its old license — and on the contrary, from this very time it is against this wrath, and particularly against the wrath of those directly injured, that the evil-doer is carefully shielded and protected by the community.

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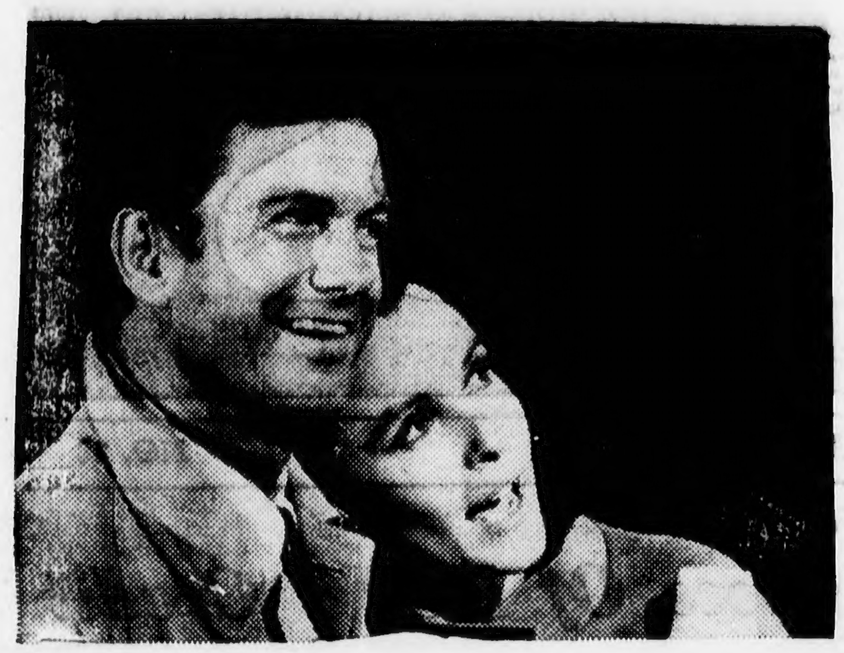

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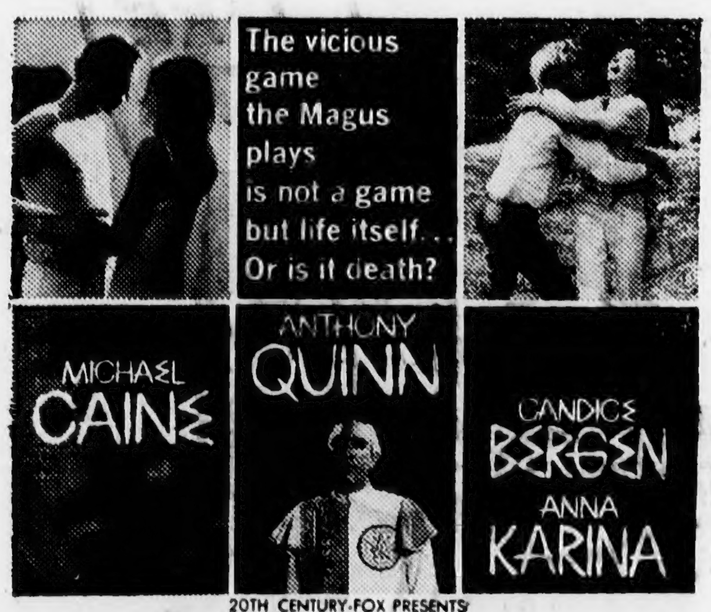

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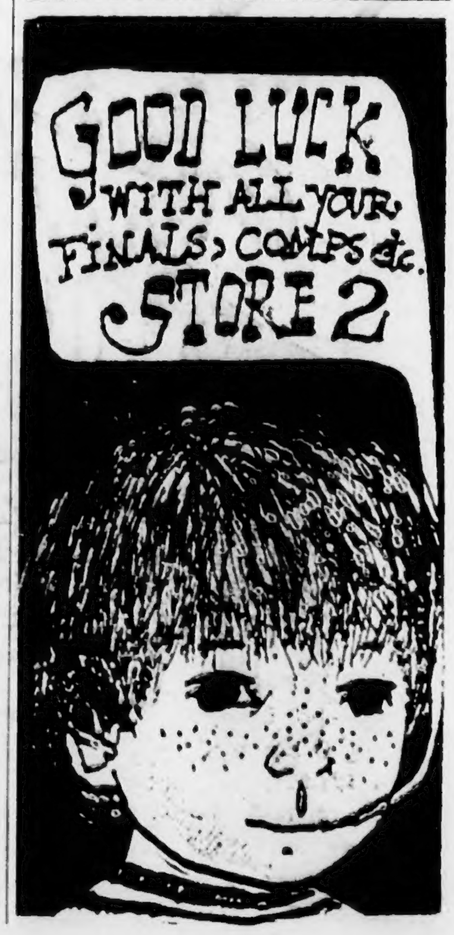

ROTC Course . . .

Continued from page 1

group from Middlebury if the College at this time were to deny Col. James Hefti the title of Professor.

On the issue of ROTC's status as the "Department of Military Science," Livingston asked that the College not change its present designation until such a change can be agreed upon with the Army.

Some members of the ROTC committee feel that with the removal of credit from military science courses, the ROTC program can no longer be considered an academic department.

The statement on ROTC presented by a group of 250 students at the last faculty meeting asked specifically that the program be made an extra-curricular activity.

It was suggested by members of the committee that ROTC could be listed in the college catalogue as some sort of special instructional program. In response to this, Col. Livingston indicated that the point would have to be negotiated further.

The College's present contract with the Army, based on the Revitalization Act, required Middlebury to make ROTC an "integral academic and administrative department" and to integrate ROTC courses into its curriculum. It is not clear whether ROTC as an "instructional program" would still fall within the curriculum. If not, it could possibly be an extra-curricular activity — but subordinate to the general faculty through a special faculty committee.

The committee, including a ROTC instructor as a voting member, would review ROTC course matter, catalogue listings and the academic status of the ranking commissioned officer. Under this plan, the college administration would still provide ROTC with classroom and office space, and integrate its periods of instruction into the regular schedule of academic courses.

The Army is offering ROTC on a non-accredited basis as part of a new "developmental curriculum" which reduces the number of course hours devoted to purely military instruction. According to Col. Livingston, cadets will be taking more non-military course to satisfy the requirements of the ROTC basis and advanced courses. Team-teaching, in which a ROTC instructor conducts a course in conjunction with a civilian faculty member, will also be encouraged.

The student - faculty ROTC committee is now studying the alternatives proposed by Col. Livingston. The committee will also draft a revised version of the College's ROTC contract and recommend to the faculty at its special May 26 meeting that the College either retain ROTC in altered form or abolish it entirely.

Goodell Blasts College Trustees

ST. LOUIS (CPS) — Senator Charles E. Goodell (R-N.Y.) has charged that many of the nation's college and university trustees are "little more than absentee landlords."

Goodell, speaking at a "Turmoil on the College Campus" conference, said, "Most trustees of higher education are businessmen, who live in a world alien both by geography and in spirit to the campuses they govern."

Citing a recent study by Educational Testing Service he said, "ETS found that a majority of trustees are at odds with students, faculty, and administrators on virtually every major issue confronting the university today.

"This division of opinion is directly related to the fact that many trustees attempt from the seclusion of the business sector to influence the daily decision-making process by which the university functions.

"In general most trustees seem to take the attitude that universities should be run like businesses."

Though not opposed to businessmen serving as trustees, Goodell said, a morality of cost-efficiency paramount to the business world, must not guide social decisions within the university.

"Universities need men who are sensitive to the social problems to the university alone. The personality of the university demands a socially relevant decision-making morality. "We need trustees," he said, "who are more than mere absentee landlords, who understand that the life of the university is different from the business sector of society."

Associate Professor of Philosophy and Dean of the College Dennis O'Brien has been awarded a $2,000 grant to edit a condensation of Hegel's Phenomenology of Spirit for Reader's Digest Magazine.

No really, I'm a purely social shooter.

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Editorials

Terminate ROTC

In the past, this newspaper's position on ROTC has been that the program should be changed, yet nevertheless maintained as an on-campus option open to all male students. We have repeatedly asked the faculty to remove academic credit from ROTC courses, to deny faculty voting status and academic titles to ROTC instructors, and to abolish the Department of Military Science. We felt the ROTC program should be strictly an extra-curricular activity and that the opportunity to train as officer on that basis should not be denied.

Now we find this position increasingly untenable. For, on the basis of the ROTC committee's talks with a representative of the Army, it seems there can be no truly extra-curricular status for ROTC at Middlebury. By "extra-curricular" we mean specifically, outside the curriculum. The faculty in its February vote on the credit issue acknowledged that this is where ROTC should be—that there is no place for military science courses within the accredited educational program of a liberal arts institution.

Yet the federal law which governs the College's Army contract requires that the College adopt ROTC courses as part of its regular academic curriculum, ROTC is to be "an integral academic and administrative department of the institution." In the ROTC committee's discussions, the question of departmental status has become a semantic one. The idea now is to designate ROTC a "special instructional program" with a kind of quasi-curricular standing and a new place in the catalogue for the list of military science subjects. The college administration would continue to provide free office and classroom space and would continue to schedule ROTC courses just as if they were offered by a full academic department. In addition, Col. Hefti would retain his professorship indefinitely — until Congress decides to modify the 1964 Revitalization Act.

Thus, in no real sense would ROTC be an extra-curricular program. The Army, through the terms of its ROTC contract, is still demanding that Middlebury grant ROTC preferential treatment and privileged status which is inconsistent with the College's own educational purposes. The only remaining way to make ROTC an extra-curricular pursuit at Middlebury is to sever all contractual ties with the Army. It is now clear that any compromise short of this will be a compromise of the College's own integrity as a private academic institution.

There is no doubt that this action would result in the withdrawal of the ROTC program. In Middlebury, Vt. it is unreasonable to expect the Army to move off-campus and conduct all military training in its own facilities. However, at small private liberal arts colleges and some larger universities like those in the Ivy League, ROTC has little future on campus given the conditions set by the Army.

At its May 26 meeting, the faculty should follow the lead of Harvard and Dartmouth and vote to terminate the College's contract with the Army so that, by the fall of 1970, there will be no ROTC at Middlebury. **S. E.**

Stash the Trash

Proctor Terrace is a mess. People leave paper cups, plastic spoons, cigarette butts, and old copies of **The New York Times** lying around to be swept back and forth along the terrace by the wind and the dogs. Proctor Terrace belongs to the people. Don't be a pig. **D. B.**

The Campus

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In Defense Of ROTC

By STAN SPRAITZAR and JACK McMAHAN

In recent weeks, sensationalism has blinded people to a realistic appraisal of the ROTC Program. Has any attempt been made to assess the true value of the Department of Military Science, its curriculum, its requirements, and its professors? Awareness of what ROTC teaches and who teaches the ROTC courses is necessary to understand how ROTC can be integrated more successfully into our academic community.

The program is divided into two divisions, the Basic Course and the Advanced Course. The Basic Course consists of a one-term, non-credit Freshman Basic and a two-term, non-credit Sophomore Basic. This first division also includes Leadership Laboratory and one and two term credits respectively "of ROTC for appropriate academic subject (any required subject in the student's normal academic curriculum subject to approval by the Professor of Military Science)." The subject material of Freshman Basic deals with the United States defense establishment, great wars and military leaders, and marksmanship while the Sophomore Basic undertakes an introduction to tactics and operations and American Military History from pre-Revolutionary War to the present time.

The Advanced Course "is an elective two-year course and carries full academic credit. . . Members of the advanced course are selected by the President of the College and the Professor of Military Science (PMS) from the students in the sophomore class who either successfully complete the basic course, or a six-week basic summer camp prior to their junior year of college. Draft deferment will be authorized for those who qualify.

"Students enrolled in this course will receive a retainer allowance of $50 per month." **Middlebury College Bulletin, 1969-70, p. 90.**

The Advanced Course, moreover, constitutes one-term credit during the spring of one's junior year and one-term credit the fall of one's senior year. Military Science 302 treats military methods of instruction, leadership, small unit tactics, instruction on the branches of the United States Army, and instruction on counterinsurgency. Military Science 401 engages a very comprehensive study: military law, administrative management, the Army readiness Program, the obligations and responsibilities of an officer, world

Continued on page 8

Shoot, Jim, Shoot!

Disgusted

To the Editor:

Every fucking administrator except Dean Wonnacott presented some kind of award to the cadets at the ROTC review. Is this part of the "service function" of the College, Dean O'Brien?

Disgusted

Deserved Credit

To the Editor:

After receiving copies of **The Campus** for nearly two years, I find that as a proud, tax paying, tuition paying mother of a ROTC student on your campus, that I am regurgitating more and more with each of the copies that arrive. I am 100 percent in favor of changes in a changing society — off or on a campus — but I do object to disruption and especially to the four letter words sprinkled freely throughout some of your issues. In particular, I am referring to the "meaningful" words of Jimmie Brown in his poems — published in your April 24 issue, when he referred to "Onward Christian Soldiers" as "motherfuckers."

Are you trying to show us how adult you are, and that you know how to spell and do you worship actual hate?

This type of presentation in your paper is not going to promote anything but distrust. It tears down and does not build. It is emotional and not constructive. It is hot and not cool.

I — in your paper's language — have developed a "pain in the ass" (quote Abbie Hoffman — issue of April 24, 1969).

I request that you publish the following **constructive** clipping. (See clipping below). Some people think they "help" by purlishing "grown-up" gutsy worded "poems" — others study, think and work towards a better world. Which of you is **really** a contributing member of the "now" generation? I'd like to compare notes in ten years.

Charlotte A. Patton

The following reprinted from the "Fayetteville (N. Y.) Sun."

Russell Patton Jr., son of Mr. and Mrs. Russell Patton, 204 Southfield Dr., will represent Middlebury College at the Urban Futures — U.S.A seminar at Rice University in Houston, Texas.

He will be the guest of the university from March 26-29. Daniel Moynihan will be the keynote speaker. Following the seminar, Mr. Patton will visit his uncle in Dallas before returning home for spring vacation. He is a sophomore and sociology major.

Politic

To the Editor:

In the same breath, Mr. Robert Pack has praised a student

Euripides' The Bacchae

Performances Lauded

By ANDREW WENTINK

Some of the confusion surrounding this weekend's production of Euripides' **The Bacchae,** directed by Bart Teush, stems from the fact that a number of viewers could not distinguish the Euripidean play and characters from the actors who existed in the Victorian subtext so brilliantly conceived and juxtaposed to the Euripides' play by Mr. Teush and his production seminar.

It is rather frustrating to encounter viewers who insist that the Euripidean play has been changed and is now the "teushian" **Bacchae.** One can not stress too strongly that the reading of Euripides' play in a Victorian setting does not detract from either the meaning or content of the play, but rather enhances it.

Professional Quality

The various levels upon which one can approach this production are all fascinating and worthy of much discussion, but as a spectator most interested in the acting aspect of any play, I was most deeply moved and impressed by the first-rate performances given by every member of the cast. It was frustrating yet marvelous to sit through the **Bacchae** and leave the theater with the realization that the actors in Mr. Teush's production were so brilliantly conceived and tailored to the individual performers, that no one else could have played those characters. It is doubly impressive when one realizes that these actors not only played Euripides' characters but Victorian actors playing Euripides' characters. The professional quality of the production as a whole, and the extremely difficult task of every actor acting on two levels attests to Mr. Teush's brilliant talents as a director, as well as to the particular talents of the individual actors.

Addison Hall achieved in Dionysus probably his most polished and refined performance to date. Ranging from contrived politeness in his Victorian actor to the self-assured conivance of the Greek god, Mr. Hall ably made the distinction which showed he was not Dionysys the god, but rather a Victorian man acting the part of Euripides' Dionysus to achieve a superhuman, god-like deed, that is, the manipulation and destruction of human relationships in his Victorian sitting room. If this is accepted, we do not wonder why the Victorian actor fails at the end of the play and Dionysus does not. The failure of the Victorian actor shows that Dionysus has triumphed. Although he may attempt to aspire to god-like deeds, no man can fully understand and execute them. When Mr. Hall's Victorian actor cracks under the strain of aspiring to, but failing to, completely become Dionysus, Dionysus not only proves his divinity to the Greeks of Thebes, but to the Victorian readers of the play as well. Mr.

Continued on page 9

Teush Probes Paradox Of Belief-in-Disbelief

By KURT HEINZELMAN

Whatever liberties it took with the text, however uneven the individual acting performances may have been, and regardless of its moments of obscurity, Bart Teush's production of Euripides' **The Bacchae** was brilliantly conceived, displayed a fine and honest authority, and provided at least two triumphant performances by Addison Hall and Ron Najman.

In his remarks to the audience after the performance Mr. Teush explained that he had envisioned **The Bacchae** as a further refinement of his earlier **Virginia Woolf**. It is good that Mr. Teush has this sense of his own stylistic development. It is good too that he has the personal integrity which allows him to discuss candidly his ideas with any interested audience. And it is good that so many of the audience could be so genuinely interested.

Yet there arises the concern that Teush's productions always provoke: is he being true to the text of the play? Hasn't he revised the script, made it over in his own image? Let us put an end to this kind of controversy. Of course he has. Who would deny it? In Euripides' play Dionysus does not crack up at the end because he fails to prove his divinity. In Teush's production the actor fails finally to be the god he has been portraying and wishes to become.

Who would deny that Teush does not re-envision the plays he chooses to produce? A poem does not become an expression until it somehow touches its listener. Neither does a play become vital until its drama is realized as the enactment, the production, the spectacle it is. In its production the play is realized in its potential as play. In its response the audience gives to and receives from the fiction of the play the force of its reality. This triangular relationship between the play as such, the director's production of it, and the audience's response to it is the crucial dynamic in any work of art. Moreover, in Teush's version of The Bacchae the validity or "reality" of one's belief in the fiction of the play is precisely what is at stake.

Dionysus, as Teush explains in his program note, both is and is not exempt from human passion. He has a human mother. But he was also born from his father, Zeus, "sown" in his thigh and nurtured in that manly womb. The Victorian patriarchical society provides a ready analogue to this myth of a son conceived of a man's, a god's womb who both sanctifies and despises his mortal mother.

Above all Dionysus is what is. He is the Power — directed or undirected, understood or mysterious, "tender" or misbegotten. Unwilling as man is to acknowledge such ambiguous, awesome and irrational power, acknowledge it he must. In fact, the very symbolizing of this power in the character of Dionysus represents man's inherent need to conceptualize and order that which resists or violates

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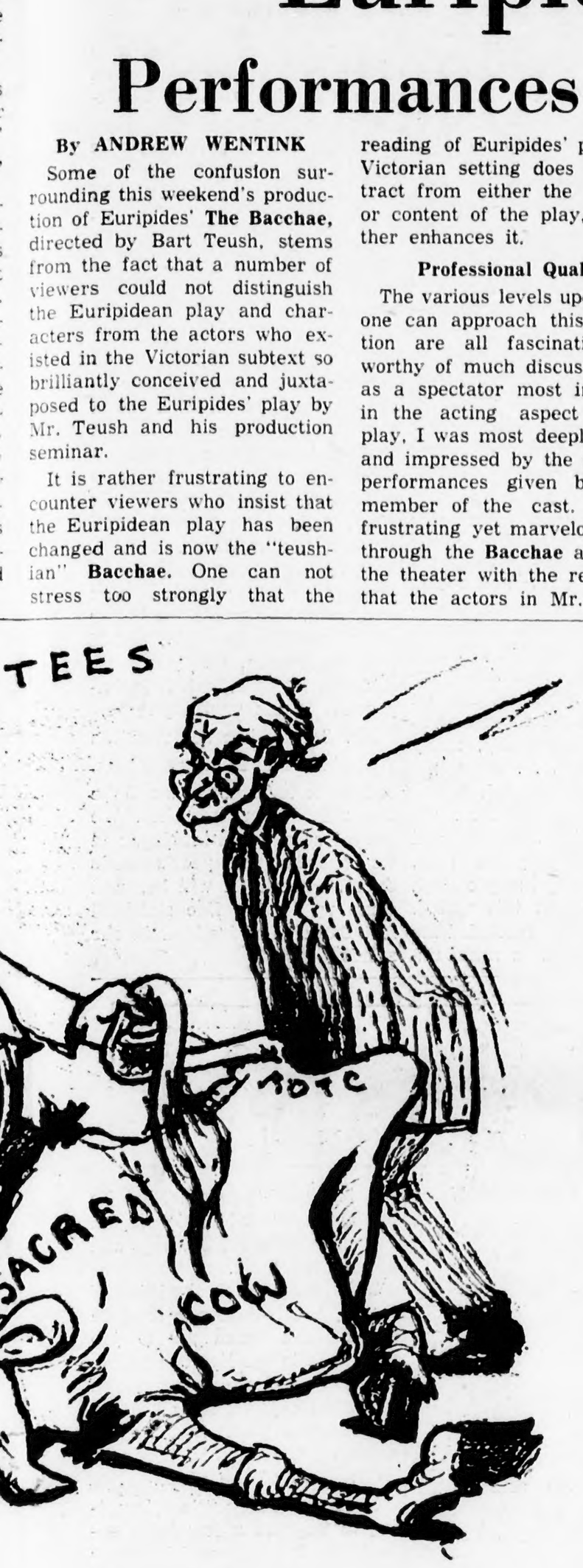

ot!

demonstration for its peacefulness, grace and dignity while charging a student spokesman at the demonstration, me, with arrogance, tyranny and anarchy. (See letter in last week's **Campus.)**

I would like to reply to Mr. Pack and to others with similar feelings.

I will state at the outset: I believe my action was appropriate. I would repeat it under similar circumstances. I make no apologies.

1. Precisely because the demonstration was peaceful and orderly, because the counter-issue of campus disorder could not be raised, Mr. Pack's emphasis on the decorum of the demonstration seems misplaced. Equally irrelevant is his note of personal thanks over the protest.

I don't think I am ingracious, but the key is what the faculty is doing and is refusing to do about ROTC. Perhaps a remark on **this** issue from one of the chief proponents of the campaign to remove ROTC credit would be more to the point.

2. The demonstration was a **political event: One group, students, attempted both through their numbers and by their reasoned petition to influence faculty voting on ROTC.**

We were engaged neither in the learning situation of a classroom, where dialogue is essential, nor in a tea at the President's home, where gentility is essential. Nor were we at Willard Lounge for 'pacification' or a 'progress report' from the administration.

We were in a political situation. If I am charged with denying the President the spotlight at the demonstration, I accept the charge as a compliment. I will make no apologies for acting in a political way.

Furthermore, with all due modesty, I feel that both my action and the response of 250 students showed firmness and

Continued on page 6

Tribute To Professor Cook

The following tribute to Professor of American Literature Reginald L. Cook was read at the last faculty meeting by Professor Howard Mumford.

Mr. President, Members of the Administration, Colleagues: It is my honor to offer this salutation to Professor Reginald Lansing Cook upon his retirement after forty years of brilliant teaching in this college.

In 1960 Middlebury recognized his unexampled contribution by conferring upon him the honorary degree of Doctor of Letters, the first time in 140 years, that Middlebury has so distinguished an active member of its teaching faculty. "To reflect; to write; to accept graciously and perform proficiently the tasks of administration; and most importantly, 'to gladly teach' " read the citation.

In 1946 he took over the Directorship of the Bread Loaf School of English. During his twenty-two year tenure in that position he charged the Bread Loaf School with life and established the reputation for excellence it now enjoys. He has served regularly on the Rhodes Scholarship Selection Committee for New England, has been active in the Melville, Emerson and Thoreau Societies, to the last of which he delivered the Presidential Address in July 1968. His books on Thoreau, Emerson and Frost and his many articles are a nationally recognized contribution to scholarship in American literature.

It is for his contributions to this college, however, that we recognize him today. At the time of the greatest crisis at Middlebury within living memory, the Faculty turned to Professor Cook to be its leader and spokesman. During this period of tension in 1947 the Faculty selected him as its Chairman in special meeting. When the crisis was resolved in part by activating the Committee on Conference with the Trustees and by forming the Faculty Council, his colleagues immediately elected him to serve on both of these bodies. On the Senior Council he served from 1947 through 1950, again from 1955 through 1958, and from 1963 through 1967, and with equal regularity on the Committee on Conference.

"Doc," as he has been known since he was an undergraduate, returned to his alma mater in 1929 after three years at Oxford as a Rhodes Scholar. He had scarcely any formal training in American literature for the simple reason that it was not available, certainly not at Oxford. Like other notable scholars of his time, he pioneered the field; and he exemplified so well the principle of education as a product of being passionately absorbed, that generations of Middlebury students came to regard 'Doc' Cook's sophomore elective course in 'Am Lit' as if it were a college requirement.

"A teacher affects eternity," observed Henry Adams; "he can never tell where his influence stops. . .He makes of his scholars either priests or atheists, plutocrats or socialists, judges or anarchists almost in spite of himself." One Fall day in the 1930's a student who came to Middlebury with the idea of becoming an architect wandered into Doc Cook's course. He stands before you today reading this minute. The respect and affection which he inspired in his students have, in my case, been steadily enhanced by twenty-five years of close association with him as a colleague.

Because of his impatience with second-rate work and irritation at a half-hearted response, studying with Doc Cook was an intense experience. As James Russell Lowell said of a lecture by Emerson, "The delight and the benefit were that he put us in communication with a larger style of thought, sharpened our wits. . .gave us glimpses of an

Continued on page 9

Sackmen Split Last Two Take 3 Out Of Last 4

The baseball team lost 4-3 to Lowell Tech on Monday to break a two game winning streak it had built. Freshman pitcher Mike Goldberger had been doing well until the eighth inning. Then he made two outs himself, after batters had grounded to him on the mound, but he ran into trouble. He gave up two singles, a walk, and still another to bring in a run. Tuohy was brought in at that point by Coach Forbes, but he also walked Dave Creegan to force the winning run across home plate.

Charlie Beall singled later in the game, but he was soon thrown out on a fielder's choice to end the Panther comeback.

The Middlebury scoring took place in the sixth and seventh innings. Frank Badger singled, got to third on Metayer's single, and scored on a grounder.

In the seventh, Jim Esmond opened with a triple, Beall got hit, and Tuohy hit a fly to right bringing in Esmond. Beall stole second, and when Badger hit a double, he scored.

Panthers Over Knights 5-1

The following day the Middlebury squad ran over St. Michael's. For John Tuohy it was his second pitching victory over that team in a week's time. John, still only a sophomore, also drove home the tying and go ahead runs in the fifth inning with a double. The play developed when Dave Norton hit a double. Jim Esmond took advantage of a mix-up over his bunt, and made it on base. The Knight pitcher forced two outs after that, and then Tuohy got up to bat. His hit went over the left fielder's head, allowing both Norton and Esmond to reach home.

The baseball club has an overall 4-6-1 record so far, and stands 2-3 in the State Series.

Officers - WRA

The Women's Recreational Association held its annual dessert in Proctor Lounge Wednesday night. Retiring president Sarah Petit introduced the new officers: President Patty Hartlieb, Vice President Mary Rita Condon, Treasurer Meg Floyd, and Secretary Annie Meachem.

The Middlebury Mischords entertained, and the Towne awards were distributed to the outstanding girl in each of the seven clubs: field hockey, tennis, golf, swimming, (competition and synchronized) basketball, and dance. A special award, the Miss Lick Award, was also given to the most enthusiastic girl athlete.

Netmen Demolish Union; Bruce Carroll As Coach

By NAT AYER

Jim Russell thought he knew how to beat his man in the Annual N.E.I.T.C. last weekend in Boston. After hitting a high ball to his man, who happened to miss it, he turned around with a big smile, indicating that he had solved the problem: "Haha, he can't hit high floating junk!" Well, you should have seen what that guy did to "high floating junk" afterwards!

"The Sven" had "The Man," merely the first seed and winner of the tournament, down 4-1, and he thought to himself: "Ahha, I might be able to win." He proceeded to lose 12-6.

I cannot remember the stunt "Charlie" pulled, but since he wasn't around when I was writing this, he gets left out.

But Bill Levin deserves credit for having made it to the third round, when he came up against the number five seed, and was only beaten after three sets.

The outcome for Middlebury was not bad at all, for the club placed thirteenth out of the twenty-six that competed. Once again "Carroll's Courtmen" came through with a fine performance, even though they were playing against larger and better facilitated schools, like Harvard, Dartmouth, Williams, etc., etc. . .

Union Makes It 7-1

The week before the Collegiates, the team went to New York again, to outlast the U.C. P.C. (Union College Pushers Club). It rained during the trip down, and the players were "apprehensive" as to whether they would get to play or not. But luck was with them, and they battled fiercely to win 8-0.

The last match, third doubles, was defaulted, because Lou Mills was still in the throes of his singles match (after some three hours or something), and Mr. Carroll made the immediate decision to call some bum off the streets to play with me. The guy was amazing. Came out with a tie and sweater on, said "Thank you, thank you very much" the entire match, and made spectacular shots to win the one set match 8-6.

Everyone else won, calling upon gobs of endurance, and on the way home the team was so ecstatic they did many, many incredible things. . .

Seriously Though

Mr. Carroll has done an absolutely great job this year, and I'm sure in the years past, though I was only lucky enough to play under him this spring. Captain Bill Levin reminded me that he succeeded in maintaining steady play throughout the season, with no letdowns, even after the whitewashing at Amherst.

He has the gift of being able to maintain a medium of informality and serious play, and he fluctuates according to the situation. What this means is that everyone on the team has had more fun playing tennis this spring while having still played well.

Mr. Carroll constantly reminds us that tennis is a gentleman's game, and I think one of the basic meanings of this is that it is a game where although the material goal is to win, there is more to it. If you play well, hitting good solid strokes, placing the ball well, keeping both your temper and your game under control, you will "win." In tennis the better player usually does win, and if you are beaten, and you have still played your best, it is impossible to ask anything more.

Mr. Carroll has achieved his goal of making us play our best, and as it turns out, we have won most of our matches. We are all sorry he is leaving, and we hope that next year's tennis coach, whoever it will be, will come up to the fine standard Mr. Carroll has instilled in our minds.

Letters . . .

Continued from page 5

self-confidence. To mistake these for arrogance, however, suggests to me a confused view of the proper relationship to authority.

3. The important questions are whether my action involved coercion, denied rights, disrupted a regular College function or attacked the President ad hominem. The answers are clearly no.

Nor did I foreclose the possibility of future dialogue; I distinguished between discussions ("Dr. Armstrong, you can call any time you want. This is **our** demonstration.")

I took pains to emphasize to students and faculty alike the peacefulness, quietness and order of the demonstration. This is anarchy?

For better or for worse I had been chosen to lead that part of the demonstration. But I could not prevent two students from going so far as to apologize to the President as they exited (although I found an apology a particularly submissive act); moreover, neither I nor anyone else could have kept them from remaining.

In short, 250 students left voluntarily (and silently) without having denied to the President the right to speak and without having abrogated to me or to themselves as a group the right to remain. This is tyrany?

I find Mr. Pack's charge of arrogance, tyranny and anarchy without substance. At best, such charges damage the possibility of unity or cooperation between students and the faculty. At worst, as on other campuses, they lead to paranoic overreactions to student protests. I believe that we— students and faculty — can afford neither distrust nor paranoia if we are to work for important changes in the College.

Dick Bittman

In Response

To the Editor:

I would like to repeat here that the goals of the demonstration in respect to ROTC at Middlebury are precisely the goals I have supported for two years. I feel, however, that one must always be concerned with the means (and style) by which goals are pursued, and for this reason I disagreed with Mr. Bittman's emphasis on the demonstration as being "our" (the students) demonstration and his refusal to allow the President to speak. Discourse, I believe, should always be open. I fully agree with the statement in his letter affirming the need for "cooperation between students and faculty." It is this sense of "our" that matters.

Robert Pack

Thank-You

To the Editor:

That the campus was graced by two excellent dance companies this year and that a variety of student musical and theatrical productions often evidenced dedication and impressive talent does not alter the fact that one of the disadvantages of Middlebury is its distance from the major cultural centers of the East. In the two years I have been here, I have been impress-

Continued on page 7

. . . Gerry Alaimo . . .

By NAT AYER

Gerry Alaimo is a remarkable man. I say this, and mean this, even though I believe in what I wrote in last week's **CAMPUS**. I do not always agree with The Coach, and I'm sure he is baffled with certain things I do and say.

When I had him as a freshman soccer coach last fall, I talked with him briefly one night. He told me he believed in having one aspect of life which is a focus, and this deserves almost undivided attention. To judge that belief from my own personal point of view is not the purpose here. Rather it is to say that I respect his following through with his conviction.

Out on the field one afternoon, when we had just lost a game, and were running extra sprints, I began bitching. He yelled at me, with words and a tone of voice I shall never forget: "Nat, it takes guts!"

Rick Minton had these words to say of Gerry, and he spoke for the entire basketball team: "His greatest asset is his enthusiasm to his boys and for his boys. He brings some degree of competitiveness to the basketball team that ha been sorely lacking." Rick continued, "To us on the team there is no question about how much he cares for us."

I want to thank Gerry publically for the devotion that he has instilled in those who have known him. It does not matter whether you agree with him. The intensity with which he attacks his focal point, basketball, cannot be doubted or downgraded. He has spent several years here at Middlebury trying to improve the basketball, and has done a remarkable job. Next year he goes to Brown to go through a similar job of trying to bring a terrible team to its feet.

He has proved himself to be one of the best coaches in the country. There is no doubt in my mind that he will continue his determined way at Brown, and I hope Lady Luck will smile on his efforts.

By JOHN STEVENSON

Someone once said that "all good things come to an end," and so it is this spring with DU's possession of the Ericson-MacDonald Intramural Trophy. The so-called turkeys of Zeta Psi, winners of the football and basketball crowns, lead the White Pillar Mob by better than 60 points with only three softball games and the track meet remaining in the season. Behind DU in a surprising third is PKT, followed by DTO and CP.

This year has seen many close races for the various titles (with the exception of the Spring Todd League, which DU has clinched), and softball this spring is no exception. With the Championship League underway, four teams have good shots at the crown. CP and DU are undefeated, both with identical 6-0 records. DTO and Zete are not far behind at 5-1. With three games remaining, it's anybody's bet as to who will come out on top.

The Chipsies are continuing their strong spring showing in soccer too. Led by goalie Porter Davis and senior Andy Power, they have upset DU and are favored to triumph over contenders ASP and the Stewart Hall frosh, led by Johns McClain and Evans.

At the end of the year, an intramural athlete of the year is selected to receive the Berwick Trophy. There's no doubt that this year's award should go to perhaps the best athlete in Middlebury College, John Mallouk, infamously known as "the Duke." Not only has he sparked DTO's mere handful of players to amazing heights, but he has also captured the individual tennis, badminton, bowling, and gin rummy titles.

This being the final edition of the year, I wish to congratulate senior Dave Breen for a job well done in the last two years. His witty and precise coverage has been enjoyed by all. It is only fitting, then, that he be awarded the coveted honor of Bush Move of the Week.

It seems that while attempting to impress a few frosh enroute to the proverbial Manor last Saturday night, Breen himself wound up impressed with his car on top of him in a ditch.

THE MIDDLEBURY LACROSSE TEAM bombarded Hamilton, U. Conn. 17-1 and 20-1 to complete their best season ever, 13-1. In the Conn. match, the 20 goals broke the team record of most goals in a game, while **Brad Bruce** broke the individual with 8 goals.

THE TRACK TEAM finished a 4-2 season and will send an eight man squad to the IAATC's tomorrow.

THE GOLF TEAM ended up its inconsistent season 5-6. It rated second in the State Championship, and was 12th out of 38 in the NEIGA's.

Student Senate

By KEVIN DUNN

In its final meeting of the year, the Student Senate questioned Dean of the College Dennis O'Brien about last week's Faculty meeting and the undisclosed portions of the college budget.

In addition, several motions dealing with placing students on faculty committees were tabled until next fall, and a proposal to make the Student Senate the final authority in social matters (with the Dormitory Councils as the enforcing agents) was conditionally approved, subject to revisions.

As in most discussions of social issues, the debate centered around the question of parietal hours; the Committee's report recommended that the question of twenty-four hour parietals be decided by each dormitory, the hours to be approved by 7-8 of the members of each dormitory. The report also pointed out that, both legally and morally, an eighteen-year-old is responsible for his own decisions on sexual matters, and that the problem of "exploitation of sex" should not be the concern of the college.

Dean O'Brien, when questioned about the college budget, stated that there are some parts of the budget, such as faculty salaries, which should not be made public. While the Senate agreed with this principle, it demanded a more detailed accounting of the allocation of college monies — how strongly intercollegiate athletics are funded, for instance.

O'Brien replied that, at present, a very general Treasurer's Report is issued periodically, and that the Budget Committee is now considering just how detailed any further disclosures should be. Bret Marcus pointed out that the Senate must know how Senate funds are distributed if they are to debate significantly, since so many programs have been limited by financial considerations.

There are motions before the Senate and the Administration now to place students on appropriate budget committees, but the problem is to define "appropriate," especially since even faculty members do not know many of the details which the Senate might be asking for.

Regarding last week's faculty meeting, O'Brien said that the main business of the meeting, deciding which faculty committees would have voting student members, was postponed until the next meeting; the faculty, which considered several other problems first, decided that the meeting had dragged on too long and that the desire to get home for dinner would outweigh the desire to have any lengthy debate on any of the more sensitive committees.

O'Brien also said that, if the discussions with Col. Livingston about RCTC show that there can be no fundamental changes in the program, he would like to see a sampling of student opinion concerning the alternatives of keeping ROTC as it stands or abolishing it altogether. He said that the Mobilization poll issued earlier this year never asked such an either-or question.

O'Brien mentioned in passing that the raising of golf fees provoked a more heated discussion among the faculty that the ROTC issue.

Letters . . .

Continued from page 6

ed by how much the concert-film series, directed by a committee headed by Prof. Robert F. Reiff, has helped to enrich life in the hills of Vermont. As another school year closes, I think many people in the college and town community feel a desire to voice appreciation Prof. Reiff and others who have put thought and time into arranging for these events and to members of the administration who assist them or appropriate funds needed for this very important program.

Craig C. Murray

Country's-Ideals

To the Editor:

In light of the recent controversy over the status of ROTC at Middlebury I feel I must attempt to convey to you my thoughts on the subject. I am currently a junior enrolled in the ROTC program, which I consider highly worthwhile.

First of all, the fact that the U. S. Army needs officers, whether in peace or war, is undeniable. Recent statistics have shown conclusively that officers commissioned through West Point training and Officer's Candidate School are too few to satisfactorily meet the requirements of the Army. I think all of us would agree that these re-

Continued on page 8

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A MESSAGE TO THE MEMBERS OF THE GRADUATING CLASS CONTAINING MANY, MANY WORDS OF WISDOM

Dike Blair, the Genial Prop. of The Vermont Book Shop, likes to think of his being thought of as somewhat of a sage. True, he wears horn-rimmed glasses, smokes a pipe, has slightly thinning hair, and looks a great deal of the time as though he is thinking deep thoughts. In actuality he probably is dozing 85% of the time he is trying to give the impression of thinking. And this is the bad time of year now, when the screen door will be brought up from the cellar and hung, and he'll not have its comforting springiness on which to take his naps. If you've never seen the narrow ledge in front of the paperbacks downstairs where he sleeps during the summer mornings and afternoons, you can't imagine how uncomfortable it must be. But a man who can sleep standing up can sleep almost anywhere.

No one has ever asked Mr. Blair to give a commencement address. In fact, it is doubtful that anyone ever will. It is said that Dr. Armstrong has a nightmare that recurs each year in which Mr. Blair suddenly appears on he rostrum speaking inaudibly around his pipe. "To those of you about go out into the real world, AND to those of you entering graduate school or the Army — or both (who knows these days?) and to any other distinguished or undistinguished personnel, I have many words of wise advice.

"In the first place, give books for graduation gifts. Autographed copies make splendid presents, and people such as Doc Cook, John Clagett, Bob Pack or Debney Stuart are not above inscribing books if you ask them to.

"And do not, as you leave these green hills and valleys, forget the wisdom imparted to you here, the jolly companionship, the friendships made and lost. And above all, don't forget to pay up your bill at The Vermont Book Shop. I thank you all. And good luck to you!"

Pro ROTC . . .

Continued from page 4

change and military implications, the military team, logistics, and internal defense developments. Both parts of the Advanced Course also require leadership laboratory throughout the school-calendar year.

At the same time, the Advanced Course involves the attendance of a six-week summer camp. "During such attendance the student is paid $120.60 per month. Mileage rate is paid from home to camp and return. Students will attend camp between the junior and senior academic years, but deferment from the junior to the senior year may be made, for a cogent reason, when approved by the Professor of Military Science." — **ibid., p. 90.**

Another important aspect of this analysis of the integration of military science with the overall liberal arts curriculum is a background sketch of the men who teach Military Science. Lt. Colonel James Hefti, the Professor of Military Science, graduated from St. Lawrence University, being selected an Eastern All-Star Football Player. Following his military service during World War II, he played two years of professional football with the Washington Redskins; in addition, he served ten years in the Special Forces.

Major William Matz, Jr., Assistant Professor of Military Science, received his Bachelor of Arts Degree from Gettysburg College. There, he was co-captain of the varsity lacrosse team, an officer of the Government Club, and a member of Phi Gamma Delta Fraternity. His colleague, Major Herbert Koenigsbauer, Jr., made his college career at Bowdoin College, Class of 1961. During his junior and senior years, he was president of the Beta Theta Pi Fraternity as well as being chosen a Distinguished Military Student in Army ROTC. Major Koenigsbauer actively participated for four years on the college's Rifle Team. Captain Larry Spohn, Sr., Assistant Professor of Military Science, graduated from the United States Military Academy in 1963. Among his many avocations, Captain Spohn was an active member of the Ski Club, chairman of Sports Information, and a member of the Public Relations Council and the Debate Council and Forum. Captain Antonio Villasenor also as Assistant Professor, has his Bachelor of Arts Degree from the University of California at Los Angeles.

A possible approach for a more successful incorporation of Military Science with the overall liberal arts curriculum: integrate certain military course with civilian course such that the Department of Military Science and perhaps the History Department or the Political Science Department are co-sponsors of historical or political areas which are common to both departments. Common subject-matter could include "Military History," "The History of Military and Political Involvement in Asia, Europe, and Africa," "The Role of the Defense Department in National Policy," and "An Analysis of the Military - Industrial Complex." The possibilities for integration of courses is very wide. These courses could be taught by both civilian and military professors, the military professors encouraging an equalizing factor.

Flexibility in the Department of Military Science is implicit and necessary. The interests of the ROTC Program are to create a body of trained men qualified in the military arts and sciences as well as the liberal arts and sciences. ROTC demands a progressive education rather than a static one. To supply the United States or any other branch of the Armed Forces with capable leaders, it is necessary to combine military training with liberal arts, for one must use his imagination to deal effectively with any situation. One learns the right way to do something and the wrong way to do something, are **not** diametric opposites. The Army does not squelch the individuality or the iniative of an officer. The underlying philosophy of military training is to learn to lead rather than to follow. Training leaders is also the interest of Middlebury College, for our education creates in us the qualification for responsible civilian careers.

College Council

Dean of the College Dennis O'Brien announced at the last College Council meeting that Middlbury has adopted specific procedures to be followed in case of a major disturbance. Should such a situation develop an immediate meeting of the faculty would be called. The administration and faculty would be in contact with the officers of the Student Senate. After the faculty had made recommendations the President of the College and the Faculty Council would meet with the entire student Senate to determine a final policy on how the college community should proceed.

Letters . . .

Continued from page 7

quirements must be met in one way or another in order to insure our position within the world political framework.

It seems logical then, since West Point and OCS do not produce enough Army officers, that a collegiate program leading to an Army commission is one of the best ways of meeting today's leadership quotas. It is the purpose of ROTC, then, to train qualified young men in order that they may be used to fill these leadership positions. It is the purpose of ROTC to insure that all the people of the United States are protected as adequately as possible.

ROTC is needed to insure this country's ideal of a military complex influenced and controlled by a civilian majority. The dangers of a professional and perpetuating military system has been historically proven to be one of the most definite steps toward a totalitarian government. It is my personal belief that civilian influence is necessary within the realm of military decision-making. Therefore I believe ROTC can be justified through it's worthwhile contribution toward providing a civilian emphasis upon the military framework.

ROTC is definitely needed, in one manner or another. I maintain further that one of the best ways to insure its popularity is to grant the program the academic credit it deserves. I personally believe that the advanced course in ROTC is highly deserving of academic credit. This year four hours per week have been scheduled for ROTC; next year five hours have been scheduled, more hours than any non-science course now at Middlebury.

Furthermore, all officers currently teaching at Middlebury should have faculty voting status and privileges. I find it highly amusing that a certain segment of the College community can so vociferously protest the presence of five officers within the faculty's ranks. Surely these five officers do not exert an undue amount of power and influence over the rest of the faculty.

It is my hope that College administrators and trustees will have enough good sense to recognize that the current sentiments are but a result of a minority of students at Middlebury. I believe that a good portion of Middlebury's student body is indifferent to the presence of ROTC on the campus.

Finally, let us remember that the entire program is voluntary. No one is forcing students to sign their names and enter the world of the military. Let those who believe in a certain American ideal take ROTC if they wish, and to those who don't, let them continue to protest. It will be interesting to see if the administrators of this college will have enough intestinal fortitude to protect and perpetuate an institution contributing to a treasured American ideal.

Edward A. Miller

Muskie To Speak

Senator Edmund S. Muskie, of Maine, Democratic nominee for vice-president of the United States last year, will be the guest speaker at the 169th Middlebury College Commencement, Monday, June 2, Dr. James I. Armstrong, Middlebury president, announced today.

His appearance here in June will mark a homecoming for the Senator, who addressed Middlebury's Bread Loaf School of English last summer.

A native of Rumford, Maine, Senator Muskie has enjoyed a brilliant political career, rising from state representative in Maine, 1946, to the second spot on the Democratic national ticket in 1968. After receiving his B. A. degree Phi Beta Kappa from Bates College, he took his law degree at Cornell, graduating cum laude in 1939.

He was a successful lawyer in Maine for several years before entering the political arena. He served as an engineering officer in the U. S. Navy during World War II in both the Atlantic and Pacific Theaters.

Senator Muskie served in the Maine House in 1946, 48, and 50. and was minority leader in 1949 and 51. He served as Democratic National Committeeman in his state for four years and was elected governor of Maine, 1954 and 56, the first Democratic governor in 20 years.

He became the first popularly elected Democratic Senator in Maine history in 1958 and was re-elected in 1964. Although he lost in his bid for the vice-presidency, Senator Muskie became one of the most popular candidates on the campaign trail.

The Middlebury speaker's major legislative interests include air and water pollution abatement, guarding the human environment, urban problems, intergovernmental cooperation and efficiency, historic preservation and regional economic development.

Senator Muskie has served in the Senate as chairman of the Legislative Review Committee, Assistant Majority Whip, on the Democratic Policy Committee, and chairman of the Democratic Senatorial Campaign Committee, 1967-69. He was also been chairman of the subcommittees on Air and Water Pollution, Intergovernmental Relations and International Finance, and member of the Public Works, Banking and Currency, and Government Operations Committees, and the Special Committee on Aging.

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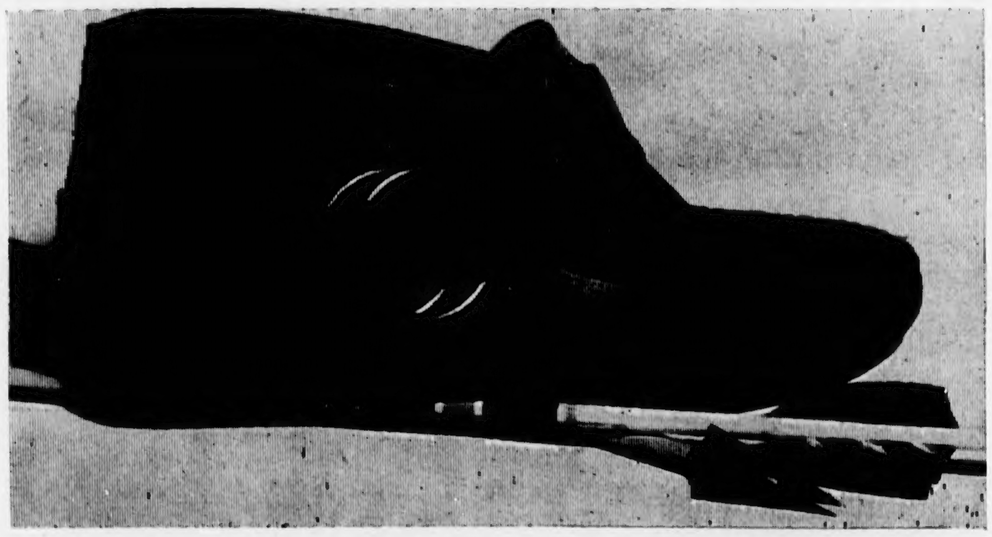

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Professor Cook . . .

Continued from page 5

ideal. . .made us conscious of the superior and everlasting originality of whatever bit of soul might be in any of us." This was his success as a young teacher; it has continued to be through this Spring Term of 1969.

He instilled in his students the belief that America has developed a native literature that demands study as a separate discipline. Today, many who took "Am Lit" as an extra course are scholars giving testimony of their dedication throughout the world: One is a member of the faculty at the University of Oslo who is designated lecturer in American Literature; others have been Fulbright lecturers in Turkey, Jordan, Finalnd, Germany, and India; yet others are Professors of American Litera-ture at CCNY, Simmons, Colum-bia, the Universities of Mary-land, Massachusetts, and Michigan. The director of the Graduate Program in American Studies at Brown University dedicated his first book to Professor Cook; The Director of the Graduate Program of American Studies at Indiana Univeristy writes: "He simply never fails — as a teacher, as a scholar, as a friend, and in the long run is a kind of extraordinary embodiment of the Emersonian American Scholar."

A distinguished scholar at a neighboring institution asks: "What was it like to be a student of "Doc Cook? Certainly it was — and no doubt, is — memorable, from the first day and as long as one lives, whatever one's bakcground or initial interest.

"He was dramatic. 'You!' he would exclaim. 'What do you think?' Each of us would shrink for fear he would point at us, for we had never thought about such things. But he was also kind. It was, with him quite as with William James, as if he expected to learn from us students more than we could learn from him."

His scholarly excellence and conscientious preparation are fundamental but not all. Doc Cook was the greatest quarter-miler in the history of Middlebury. I once heard him say that every time he went to the starting line his only aim was to win, and it is a matter of record that in his four years on the Middlebury track team he never missed a meet and he won consistently. He goes through the door of his class room with the same spirit — to make that hour the best hour not only of that particular course but **the best** hour yet.

Like Thoreau, he has the wholeness of character and the focus of energy which come from a genuine sense of calling.

Bacchae Lauded . . .

Continued from page 5

Hall's hands and facial expressions were suberbly expressive. His glances of defiance at Anne Common throughout the play were as meaningful as his frantic and shocking rage at the climax.

Visceral Experience

This production was, without a doubt, a visual and visceral experience. The movements of eyes and hands told the individual stories of every character, on both the Euripidean and Victorian levels. Miss Common told a touching and human story with her eyes and hands as well as participating as a chorus member. Obviously the fiance of Mr. Hall's Victorian character, she used every word of the chorus to show her loathing for what he was doing, yet reveals with the same lines her feelings for Hall as well as the chorus members' dependence on Dionysus, "Where else would I turn, if something should happen to you?" The only one aware of the would-be Dionysus' plot from the beginning Miss Common remained a picture of poise, grace and tenderness, which was greatly enhanced by her always appropriate expressions.

Judy Ardron held true to the character of Agave, the mother and murderer of Pantheus, while at the same time portraying the intelligent and elegant fiance of Ron Najman, the Victorian portrayer of Pantheus. Miss Ardron remains out of the play, for quite a while, watching with lovely disinterestedness the almost childlike eagerness of Mr. Najman's character to become involved in the role of the god-defier Pantheus. Only when Mr. Najman falls, along with Pantheus, under the spell of Dionysus, a transition he nearly flawlessly executes, does Miss Ardron's Victorian actress and Agave become actively involved in the play. Her transition from jealous outrage to relieved frivolity was handled superbly. Miss Ardron and Mr. Najman looked like a couple in love, and we can understand their willingness to playfully accept the roles of mother and son.

The servant - Second Messenger portrayed by Carter Jahncke was probably the most surprising character of the play. His calm, cool and knowing delivery of the events of Pantheus' death was loaded with irony and subtly revealed his disdain for his masters. Mr. Jahncke's shocking outburst into the agony of Pantheus' death and instant recovery back to his distinguished butler pose was nothing short of professional mastery.

Sex-obsessed

Henry Maciejewski's performance as the First Messenger, in the Victorian subtext a retarded sex obsessed member of the family, was almost frighteningly realistic. When he lunged at Miss Common, the audience, like the cast members, were shaken and realized that their laughter at his entrance was nervous relief. Mr. Maciejewski handled this extremely difficult role with taste and skill.

John Martinuzzi's Teiresias and David Koret's Cadmus were less involved in the plot of Euripides' play and ably protrayed the same degree of involvement in the Victorian subtext. Martinuzzi's Teiresias readily accepts the power of Dionysus and only participatees by warning the others to take heed of the god. His Victorian Esthete was carried off well with much wit and blasphemous good humor. His pointed remarks showed he, like Teiresias, was unwilling to "get involved." Koret's Cadmus also refrained from involving himself in the devious plot he becomes aware of after the entrance of the First Messenger. He too competently stays true to his Euripidean character. Only after Agave destroys Pantheus, does he get involved and then only to make her aware of her crime. Cadmus, on both levels, is responsible for Agave's realization and desire to expiate her crime. Koret achieved this in a very interesting manner, when he took on the air of some sort of psychiatrist in his dialogue with Agave. Aside from some uncomfortable pauses, Koret's Cadmus was excellent.

The brief but impressive appearance of Bob Levy was disappointing only in that he was not allowed to stay longer. His incredible eye movements while he rapidly enunciated his speech showed he knew he did not belong in that sitting room, but he had to follow the wishes of his master. Mr. Levy added a bit of comedy which was certainly not out of place, and later was to take on a different meaning.

The chorus members Joelle Murat, Browning Sosman, and Marilyn Maxwell were certainly not the least interesting characters. Miss Murat gave a sensitive and charming performance. The single tear which rolls down her cheek at one moment of upset revealed the depth of her character in an exquisite manner. Browning Sosman revealed a not-so-bright character, but her control and perfect understanding of her character resulted in a subtle but definite revelation that she was Mr. Hall's sister. Her eagerness to participate as a chorus member is responsible for her superb delivery of the line "I am no Greek!" Marilyn Maxwell's promiscuous Victorian lady makes her an almost immediate follower of Dionysus and the Victorian actor, portraying him. She was delightful to watch and believable in her portrayal.

John Ward deserves the highest praise for his music and playing. The music played an active part in casting the spell of Dionysus over the members of the Cast. His musical interludes and the haunting song he sang were some of the most brilliant highlights of the performance.

The set and costumes by William Fergosi were stunning and tastefully understated the gaudy eclecticism of the Victorian period. Frank Kaufman's light design complemented and enhanced the effective set. One hesitates to lavish too much praise on any production, but without too much exaggeration one can say and I firmly believe this presentation of **The Bacchae** was the most tasteful, refined and rich productions Wright Memorial Theater has ever housed.

As with his friend, RobertIt was play for mortal stakes, was to unite his avocation andand, in the words of Frost, "the his vocation, the work was play.deed was done for Heaven and Frost, whose object in livingthe future's sakes."

Belief and Disbelief . .

Continued from page 5

conception and order. Thus, Dionysus is both rational and irrational — as fiction he is man's necessary embodiment of what as fact he is bent upon destroying.

To believe in Dionysus or to play the games Dionysus inspires is to be doomed by that paradox between fiction and fact. In Teush's production the moment Pentheus (Ron Najman) plays along with Dionysus (Addison Hall) he is in effect destroyed (by Agave, his mother in the fiction and his mistress in fact). Not to believe in Dionysus, to say that he does not exist, also results in destruction. At the end of Teush's production everyone laughs at the actor who is trying to portray Dionysus and thus they destroy not only the performance but also the play: "So ends the play," says the Chorus-leader. But when the fiction or the play "ends," what begins? When the fiction passes into disbelief (the laughter, the insertion of Lewis Carroll's verse, which is another fiction, the fiction of nonsense) what sense have we left? Does denial of an undesirable fiction presage the death of that for which the fiction stood?

When Dionysus thrusts himself into the lap of the Chorus-leader (Anne Common), how are we to see that action? If she comforts him, doesn't she in effect deny that he is a god, exempt from human misery? If she does not comfort him, does not she deny his human need to be comforted? She does nothing. The play ends.

The god of wine and ecstasy is also the god of violence and paralysis. The myth of Dionysus can be deadly, but it is also necessary. In Euripides' play Agave and Cadmus demonstrate this necessity by accepting Dionysus' decree of banishment. The fiction remains because they still believe in it (or act as if they did). In the absence of the myth at the end of Teush's production, we must ask: are we any better off when we were in possession of it. Euripides suggests that the oblivion of an Dionysian "blessedness" which is promised to Cadmus and Agave will be the reward for suffering. Teush's vision is blacker: his Dionysus grants no heaven or hell, only mindless pleasure and mindless pain. Dionysus' power remains even after the fiction has been discarded; it cannot be ignored.

In some way, I think, this production illuminates our Victorian inheritance as much as it does our understanding of Euripides. Isn't the paradox of belief-in-disbelief the cause of Tennyson's often times desperate faith? When "the sea of faith" is gone, what do we have? The clash of "ignorant," mindless "armies of the night?" If he has altered Euripides' play, Mr. Teush has nevertheless captured its spirit, and he has done so in a profoundly contemporary way. To see how modern Teush's version is perhaps we should compare our readings with Robert Browning's staid and hopeful interpretation of Euripides:

Euripides shrank not to teach
If gods be strong and wicked, man, though weak,
May prove their match by willing to be good.

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Demonstration

To the Editor:

I would like to express publically my admiration for the students who appeared at Monday's faculty meeting to assert their convictions concerning ROTC. I am sorry only that they did not suggest that Middlebury refuse to negotiate with the army and that it terminate its contract. Other colleges, particularly those associated with the Society of Friends (for example, Haverford and Swarthmore), have "survived" without the guilty presence of the military, and I am sure Middlebury could too.

George W. Bahlke
Assistant Professor of English

Details remain vague

Plastic flowers: Scorned and Denounced.

Music Fan

To the Editor:

WRMC-FM deserves much credit for its excellent programs of classical music during the past season. Such programming has brought pleasure to many and honor to the reputation of the College. I wish to extend special thanks to Bill Fregosi for his Saturday morning opera show.

Robert Reiff,

Revolution

LONG LIVE
THE REVOLUTION!
DOWN WITH ROTC!

Masses, why are we here?
We are here to protest oppression.

And how is this oppression mediated?
It is mediated through ROTC, through the military pigs.

How do they oppress?
They subvert men, the people, in order to repress the people. It is a double movement.

How must the people stop ROTC?
We must make it an extracurricular activity.

What does this mean?
No credit for courses, no bogus titles to pig instructors, no honors at graduation, no section in the College catalogue.

How can we bring this about?
Through vigilant persuasion of the faculty.

And what must they do?
They must tell the pigs they can have no credit.

And if they refuse?
We will persist. Obstinacy must become the byword. We will not leave our posts until the faculty forces the pigs to accept no credit.

And still if nothing happens?
We will write strong letters to our congressmen.

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